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ABSTRACT

This volume presents the results of an effort at the Tomas Rivera Center in Claremont (California) to determine what is being done in the southwestern United States to produce more Latino and other minority teachers, including descriptions of 31 programs currently implemented at colleges and universities. The first section describes the changes in demographics in the southwest in the population in general and in the teaching force, noting the decline in minority teachers and providing a set of conclusions derived from a review of teacher training programs serving a high proportion of Latinos. Section 2 summarizes the findings on the 31 programs in the areas of recruitment and retention with a note on cross-institutional and collaborative approaches. Section 3 presents the 31 project descriptions alphabetically according to the sponsoring organization and covering the purpose: a program description; any partnership relations; a progress report; and the name, address, and telephone number of the project director for each. Two appendixes contain a listing of program sponsors by state, and programs charted by project areas of student support. (24 references) (JB)

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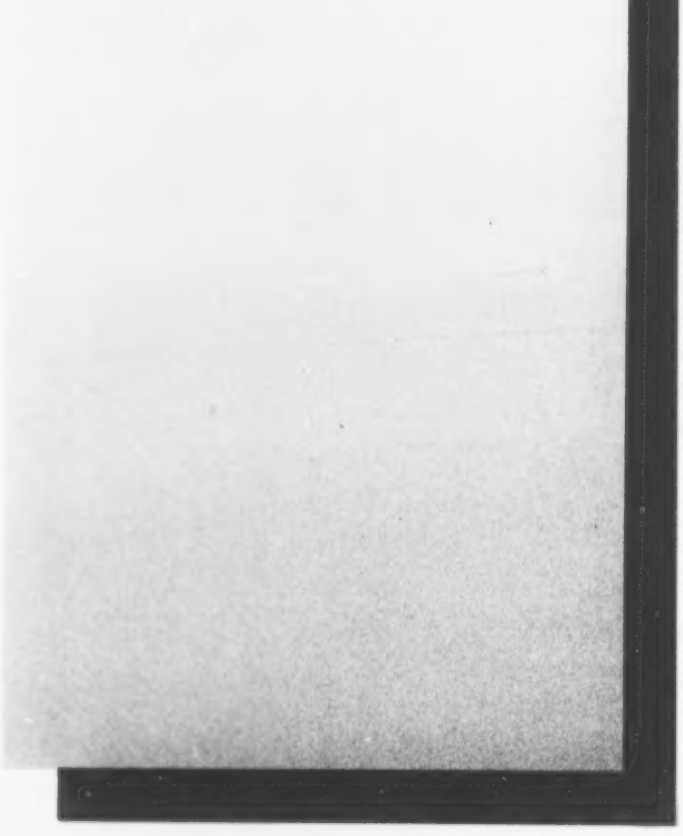
GLIMPSES
OF INNOVATION

Efforts to Increase Chicano/Latino Teachers in the Southwest



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The Tomás Rivera Center is a national nonprofit institute for policy studies. It began operating as an affiliate of The Claremont Graduate School, Claremont, California, in January 1985 with the support of major grants from the Carnegie Corporation of New York, the William and Flora Hewlett Foundation, the James Irvine Foundation, and the Times Mirror Foundation. In 1988 an office was established at Trinity University, San Antonio, Texas with the assistance of major grants from the Rockefeller Foundation and United Services Automobile Association (USAA). The Center's mission is to bring about policies and programs that promote the well-being of the Mexican-origin and larger Latino community of the United States.

To carry out its mission, the Center conducts studies, produces reports, disseminates findings, promotes discussion, develops programs and presents viewpoints and recommendations on vital issues and challenges facing the Latino community.

The Center is dedicated to the memory of one of its founders, Tomás Rivera (1935 - 1985), distinguished educator, prizewinning writer, and Chancellor of the University of California, Riverside.

GLIMPSES

OF INNOVATION

Efforts to Increase Chicano/Latino Teachers in the Southwest

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Efforts to Increase Chicano/Latino Teachers in the Southwest

A Publication of
The Tomás Rivera Center
A National Institute for Policy Studies

Prepared by
Raymond E. Castro and Yolanda R. Ingle

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Table of Contents

Acknowledgements vi

Preface vii

I. Preparation of Latino and Other Teachers: Status in the Southwest 1

II. Innovation and Intervention 4

Recruitment: Early and Sustained Efforts 4

Retention: Multidimensional Support 4

III. Project Descriptions 7

IV. References 24

V. Appendices 25

Appendix I: Listing of Sponsoring Organizations by State 26

Appendix II: Listing of Project Titles and Areas of Student Support 28

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Of particular importance to the preparation of this report was the willingness and cooperative nature of the representatives of the numerous institutions of higher education, school districts, and other entities working to increase the participation of Latinos in the teaching profession. As a result of their collective efforts and commitment to educational improvement, we have learned much about current promising innovations and programs and are pleased to be able to share these with others.

The project reported herein was funded in part by the Ford Foundation of New York, NY. We wish to give special thanks to Barbara Hatton, Ford Foundation Program Officer, for her continued support and assistance.

Our special thanks to each and every one of you.

Raymond E. Castro
Vice President and
Director of Policy Research

Yolanda R. Ingle
Research Associate

PREFACE

Public education ranks high on society's list of broken things to be fixed. What makes this such an intriguing area of reform is that virtually everyone has a proposal on how to improve schools. This interest, bordering on obsession, has created an environment of creative problem solving; it also has created a backdrop politically charged with confusion and contradiction. Every candidate for public office, regardless of scope and responsibility, has staked a claim; business leaders, too, have expressed curious interest in the fate of schools. This attention has presented educators with some troubling dilemmas. Some illustrations:

1. In the face of current teacher lay-offs due to diminishing fiscal revenues and shaky taxpayer support, there is a clear and significant demand for teachers. How will we pay for the teachers that we clearly will need?

2. Calls for school choice plans dispute solid evidence that differences among *families* account for student performance much more than differences among schools ever could. Don't we simply need all schools regardless of neighborhood—to meet minimum expectations?

3. Proposals to adopt a national student exam, while the ultimate goal of education reform is *school* not *student* performance. Besides, the business community, which is the main proponent of a national exam, is more interested in *worker* not *student* performance; the correlation between test scores and worker productivity is virtually non-existent. Some sort of tool for diagnostic assessment may be helpful, but how will a national exam help improve worker productivity?

The most aggravating dilemma is our inability to produce a teaching force that can work successfully with a culturally and linguistically diverse student population. Our aggravation stems from the fact that we already possess the capability to do this. The problem is clear: the student population has changed radically over the last twenty years while the teaching force has not. This contrast in demographics has resulted in a whole generation of Latino and other minority students whose learning needs have gone largely unmet. Immigrant and racial minorities pay their fair share of taxes. They have a right to expect minimum culturally appropriate performance from their schools. They are not getting it. A more culturally diverse and better prepared teaching force is a significant part of the remedy.

In consideration of this remedy, the Tomás Rivera Center attempted to determine what, if anything, is being done in the Southwest to produce more Latino and other minority teachers. This volume is the result of that effort. Center scholars and staff were encouraged by the widespread concern about these issues. More importantly, these concerns have been translated into a number of projects and strategies aimed at recruiting and retaining minority teacher candidates. What is not clear is how successful these efforts really are. Because of this, the Center has undertaken a research and development

project to demonstrate the effectiveness of a comprehensive set of strategies that we call the *Learning Community Model*.

Until we have more data and information on the effectiveness of minority teacher development efforts, it seems useful to share ideas, even untested ones, among those concerned. This publication was developed for this very purpose. A companion publication, *Missing Teachers in the Southwest*, provides a statistical source of information on the current supply and demand for Latino teachers in the five Southwestern states. Both of these publications are intended to inform the dialogue concerning the quality and composition of our future teaching force. The issue is not enigmatic: the demand for more culturally diverse and better prepared teachers is great and our capability to meet the demand is clear. All we lack is the collective will to do it.

Raymond E. Castro

I PREPARATION OF CHICANO/LATINO AND OTHER TEACHERS: STATUS IN THE SOUTHWEST

Changing student demographics in classrooms throughout the United States are now widely acknowledged. More than half of the students in the 25 largest school districts now come from minority groups. By the year 2000, one third of all school-age children will be of a minority group, and about 42 percent of all public school students will be minority children. This increase in the minority student population is reaching its greatest proportions at the most rapid rates in urban areas.

While demographic changes are apparent in schools throughout the nation, the Southwestern states (Arizona, California, Colorado, New Mexico, and Texas) have felt these changes most acutely. Chicano and other Latino students account for the most dramatic change in the student population. The data underscores a disparity between the total Latino student population and the representation of the Latino teacher work force. During the 1989-90 school year, the three states with the highest percentage of Latino student enrollments were: New Mexico (44.8 percent), California (33 percent), and Texas (30 percent). In the state of Colorado, the percentage was 16.1 and Arizona cites a percentage of 25.

Immigration and proportionately higher birth rates partially account for higher rates of increases among Chicanos and other Latinos. The youthfulness of the Latino population promises a continued rise in numbers of Latino school-age children and the concomitant need for more teachers who can work effectively with Latino children.

Consider the following data regarding the Latino teacher work force: New Mexico had 24 percent, the highest percentage. Arizona, California and Texas each record percentages that ranged slightly over 7 percent, while Colorado accounted for only 5.6 percent.

Despite the need for more Latino and other minority teachers, the prospect of addressing the supply of these teachers in the immediate future is dim. Minority and mainstream students alike will see fewer minority teachers over the course of their school experience. Not only will minority students lack such role models, but the limited experience for all students in interacting with minority teachers as professionals will reduce opportunities to build respect and appreciation among mainstream and minority individuals. If this situation of cultural isolation persists, many classrooms will face unparalleled racial, linguistic, economic and social conflicts, and as a result, the nation as a whole will suffer.

To achieve a teaching force which reflects the ethnic representation in classrooms, at least 500,000 of the estimated 1.5 million new teachers the nation will need by the mid-1990s will have to come from various racial and ethnic backgrounds. Yet teaching is one of the few professions in which the participation of individuals from minority population groups has dramatically declined.

Reasons given for this decline include:

- Minority college students, like their non-minority counterparts, are showing a preference for professions that offer higher salaries and greater perceived social status.
- A relatively small percentage of minority students have been directed into the teacher-preparation pipeline.
- Obstacles, such as new testing requirements, inhibit entry into the teaching profession.
- Practicing minority teachers who act as role models are limited in number, and many of these will leave the profession.
- The image of teachers among the general public is negative in many respects.
- A lack of recognition and rewards for teachers in general, has persisted despite sporadic attempts to change this reality.

What can be done to reverse the trend of diminishing numbers of minority teachers in our public schools? Over the course of the past several years, The Tomás Rivera Center has reviewed the status of Latinos in the teaching profession. In 1988 and 1989, the Center identified institutions in the Southwest with significant numbers or proportions of Latinos in their respective teacher training programs, and/or that were implementing strategies intended to improve the access of Latinos to the teaching profession. A review of these institutions and their programs led to the following conclusions:

- Programs in the Southwest consisting of comprehensive, integrated practices (e.g., recruitment, assessment, and placement) to increase the numbers of Latino teachers are severely lacking.
- The five Southwestern states generally did not maintain statistical data on their teacher candidates' areas of expertise or the employment activity of graduates from teacher training programs.
- A range of intervention activities exists in the five states in terms of the preparation of Latino teachers; most of this activity was found in California and Texas.
- Institutional representatives had better understandings of the problems or barriers that hinder Latino students from entering the teaching profession than of actual strategies required to improve the situation.
- Among the innovative programs identified, little or no evaluation information existed on their effectiveness. (In some cases,

however, the programs are too new to produce such information).

- The most significant numbers of Latino teachers were produced by state, non-research oriented, institutions (e.g., California State University, Los Angeles *not* the University of California at Los Angeles). At the same time, however, the best completion rates for Latino student teacher candidates, that is, the highest *proportion* of Latino candidates retained and graduated, were evident at small private colleges, such as Mt. Saint Mary's College.

- The training of significant numbers of Latino teachers did not necessarily reflect the adoption of innovative policies and practices, but other factors such as the demographics of an institution's service area and/or the practices of feeder schools.

- Institutions of higher education increasingly recognizes the value of building partnerships with community colleges and school districts in the recruitment, program retention, preparation, assessment, and certification of Latino and other minority teachers.

II Innovation and Intervention

Recruitment: Early and Sustained Efforts

The present review of programs indicated that recruitment, or outreach and targeting, of potential teacher candidates varied greatly from program to program. Depending on the program, efforts were directed toward students at one or more of four types or levels of education:

- secondary school;
- community/junior college;
- undergraduate program (four-year college programs);
- graduate school programs.

Most recruitment efforts recognize that interesting Latino and other minority students in the teaching profession requires intensive individual attention and very active work in the early identification and motivation of potential candidates. For example, efforts to interest high school students in a career in teaching are likely to be more effective if a "future teachers club" approach is implemented. Students are given a positive image of the teaching profession and an opportunity to engage in aspects of the teaching process.

This "future teachers club" approach is not as common at the community college and undergraduate four-year program levels, where recruitment is more likely to take the form of volunteer student aid, classroom experience, or tutoring programs.

Recruitment is not overlooked at the graduate level in some institutions of higher education. Students enrolled in post-graduate studies for masters or other degrees are encouraged to consider teaching in their area of specialization, especially where such areas are subjects offered in middle or high schools, such as math, English, foreign languages, history/social studies/civics, music, art, or drama.

Retention: Multidimensional Support

Many of the institutions of higher education that were reviewed because they have implemented innovative recruitment programs have also instituted programs or projects designed to assist minority students in completing their college programs and teacher training requirements. Generally speaking, Latino college students face difficulties in three areas: academic, social, and financial.

Academic Support. While many Latino students need no academic assistance whatsoever, others are more likely to have begun their college careers ill-prepared to meet the academic requirements of the higher education institution. Many of these students have attended schools in poorer neighborhoods with lower academic standards or thinner curricula. Specific

programs help these students with test-taking skills, research skills, writing skills and study skills.

Another academic area that is of concern, regardless of students' academic preparation, is that of the relevance of the curriculum. Institutions with courses and degree programs in areas that Latino students see as relevant to the experience of their ethnic group are more likely to retain these students. Teacher training programs that specifically and directly prepare students to work in multicultural classroom situations, including an array of classroom teaching experiences, are more likely not only to interest minority students, but to succeed in retaining and graduating them. These are the students who come to recognize the need and potential value of their teaching contributions to their communities and families.

Social support. Among the obstacles that deter minorities from completing their post-secondary education is social isolation or a sense of abandonment. An unfamiliar or inhospitable campus environment can be daunting for any new student; for the student who feels isolated ethnically or racially, the experience can seriously reduce the probability of academic success. Schools that provide extra orientation programs, provide a structure for minority students to work together, a relevant curriculum, special interest courses in Ethnic or other study areas, and that employ minority faculty and administrators who are visibly and actively involved with Latino students and issues, have progressed significantly toward improving the environment and the potential success of minority students.

Special intervention approaches that are integrated with other retention efforts, such as minority mentoring projects or student sponsors, have met with success in a variety of environments.

Financial support. The importance of financial support for Latino students must not be overlooked. Loans, scholarships, fellowships, and student employment opportunities are often necessary (but not sufficient) to help students to live and to study without the debilitating emotional stress of financial inadequacy.

A Note on Collaborations

Current recruitment and retention efforts, especially in California and Texas, employ cross-institutional and collaborative approaches. Policies, procedures, and practices for connecting institutions of higher education with community colleges, school districts, and other education agencies have improved institutional articulation. These connections significantly improve our capability to identify particular problems, and maintain interest and motivation among Latino students who choose a career in teaching. Those students in institutions of higher education who work in elementary and secondary schools gain valuable first-hand experience working with students of various backgrounds, are the most likely to persist in the pursuit of the teaching credential. They are also the most likely to bring successful teaching practices to classrooms with children of diverse backgrounds.

III PROJECT DESCRIPTIONS

In seeking to identify the major producers of Latino teachers in the five Southwestern states, the Center identified innovative programs and practices that were being pilot-tested or implemented at various teacher training institutions. A particular focus of these efforts is a concern for improving the access of Latinos and other minorities to the teaching profession.

The Center staff identified and described a sample of 30 projects being implemented at colleges and universities. These projects represent a *range* of promising practices and provide examples of the diverse efforts conducted throughout the Southwest. This publication does not intend to include all current efforts nor does it endorse a given project by its inclusion. Also, we are aware that successful, innovative activities may have been missed in our search; such omissions are unfortunate, but unavoidable.

Institutional representatives responsible for these activities were contacted to provide a brief project description of their programmatic efforts. The project descriptions provided herein pertain to those programs.

Since many of the projects were relatively new, evaluation data was not available for all identified examples. Furthermore, a few of the projects described were funded for specific periods of time. They are included, nonetheless, because the project itself, or a specific aspect of it, was unique and the information is considered valuable.

Project descriptions are presented alphabetically according to the sponsoring organizations (e.g., institution of higher education, school district). For example, the first program description, submitted by the California Mini-Corps School Year Program, summarizes relevant information about **Mini Corps**, a program providing categorical services to migrant children as well as preprofessional training activities for future teachers. Appendix I lists the programs by state and identifies the page where the program is described.

Since the individual programs attempt to address various student support needs, Appendix II lists program titles as they appear in the document and specifies the areas of student support that each program addresses.

California Mini-Corps School Year Program

MINI-CORPS

Purpose
The program objectives are twofold: (1) to provide categorical services to migrant children; and (2) to increase the number of trained and experienced educators to work with this population.

Program Description
The California Mini-Corps School Year Program was piloted in 1974 on the campus of California State University, Chico. Criteria for admission to the program require that the student be a former migrant farm laborer, or have had experiential knowledge of a migrant life style. Students must also demonstrate a financial need and meet designated academic standards. Additionally, students must have a high level of proficiency in English and a second language.

Students receive in-service training through educational workshops or by completing a class in the Mini-Corps program. The training emphasizes methods and techniques that enable students to assist teachers in the instruction of migrant children.

Mini-Corps students are required to gain the necessary competencies to teach basic communication skills in English and to translate instructional materials and written communications to parents. Students in the program receive a stipend for their participation in the program. They are expected to work 10-20 hours a week under the supervision of the classroom teachers and the Mini-Corps College Coordinator. Their responsibilities include teaching and tutoring migrant children, assisting classroom teachers, and acting as role models.

Partnership
The school year program sites include nine California State University campuses (Bakersfield, Chico, Fresno, Sacramento, San Diego, San Diego at Calexico, San Jose, Sonoma, and Stanislaus) and seven colleges (College of the Desert, College of the Sequoias, Gavilan College, Imperial Valley, Merced, Modesto, and Oxnard).

Progress Report
Summary data regarding basic evaluation information used in a comprehensive evaluation (1984-85 through 1986-87) indicated that a total of 39,246 migrant children had been served during this period, and 1,665 Mini-Corps students were involved as teacher assistants, environmental education students, and Medi-Corps (Summer) assistants.

Project Director
Jesse M. Camacho
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510 Bercut Drive, Suite J
Sacramento, CA 95814

California State University-Bakersfield

PROJECT I TEACH

Purpose
The goal of this project is to encourage minority high school students to pursue a career in education.

Program Description
High school campus coordinators of three Kern County rural schools (Delano, McFarland and Wasco) established teacher clubs. One high school, McFarland, offers a credit class entitled "I Teach Kids" in an attempt to provide teaching experiences to aspiring instructors. Students enrolled in this class tutor elementary students during daily time periods.

Club members organize field trips to the California State University-Bakersfield (CSUB) campus and have an Educational Testing Service (ETS) representative teach them test preparation and test-taking skills. Club members are encouraged to apply for available scholarships (e.g., the National Teachers Merit Award and the Paul Douglas Teaching Scholarship, formerly known as the Congressional Teacher Scholarship).

Partnership
The combined efforts of CSUB, three Kern County high schools, ETS, and funding from the Kern/Eastern Sierra Writing Project make this project possible.

Progress Report
Future objectives for this project include: expanding the program to other high schools with large minority populations; broadening the base of the population to include feeder schools (junior high and elementary); augmenting parental involvement.

Two scholarship applicants were recipients of the Paul Douglas Teaching Scholarship. This scholarship provides prospective teachers with $5,000 per year, beginning their sophomore year and ending with the credential year.

Project Director
Ernest R. Page
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Kern/Eastern Sierra Writing Project
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Bakersfield, CA 93311-1099

California State University-Dominguez Hills

Future Teacher Institute

Purpose

The Future Teacher Institute (FTI) funded by the Carnegie Corporation of New York, is a leadership teaching experience designed to give junior high and high school students an opportunity to experience teaching as a profession, while exposing elementary school students to role models interested in the educational field. The goal is to increase the pool of available under-represented minorities at the university level in teacher education programs.

Program Description

FTI sessions are conducted on Saturdays at the California State University-Dominguez Hills campus. In each ten-week cycle, 30 future teachers are selected to provide instruction in math, science or language arts to 60 elementary students.

The program creates teaching teams of five future teachers who are responsible for the academic enrichment of five to ten elementary school students. Tasks of the team include lesson planning, tutoring, direct instructing, and building cooperative learning and teaching techniques. Future teachers are paid an hourly wage for their participation in the program.

Selection of future teachers is arranged through Coordinators at the high schools of Future Teacher Clubs or World of Education Classes. Ninety percent of the future teacher participants are minority students.

Partnership

CSU Dominguez Hills' FTI program has joined with five high schools and six elementary schools in the Los Angeles Unified School District (Gardena, Banning, Carson, Jordan, and Lock).

Progress Report

At the end of the first two cycles of the program:

1. One hundred percent of the future teachers said they would like to continue with the program;
2. Attendance was "outstanding;"
3. Sixty-eight percent of the high school participants indicated they were "very interested" in teaching, whereas only 41 percent had expressed such an interest at the beginning of the program;
4. Cooperative learning was found to be an effective way to conduct classroom instruction.

Project Director

Judson H. Taylor
213/516-3519
1000 East Victoria
Carson, CA 90747

California State University-Dominguez Hills

PORT: Pool of Recruitable Teachers

Purpose

PORT is designed to critically analyze and implement strategic practices that will address the supply of minority teachers.

Program Description

PORT, funded by the Carnegie Corporation of New York, is designed to study effective practices that increase the pool of potential minority teachers at the post-secondary level.

In order to recruit more teachers from the incoming class of freshmen or transfer students, PORT seeks to increase the number of students who are admitted to the university.

Through a number of efforts by the School of Education at California State University at Dominguez Hills, PORT directs the nine yearly Careers in Education Conferences, the Future Teacher Institute, the Junior High School Program, the High School Program, the Community College Program, and the University Program.

Partnership

The collaborative efforts of the School of Education at California State University-Dominguez Hills and the Los Angeles Unified School District have now developed an extensive communication network with students at nearby schools, an important step in maintaining an interest in education for minority students.

Project Director

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Carson, CA 90747

California State University-Dominguez Hills

Collaboration between Universities and Urban School Districts to Increase the Support Systems Provided to New Teachers

Purpose
This project is part of a statewide effort to develop ideal models of teacher support and assistance in urban school districts.

Program Description
Teams of two or three new teachers and one lead teacher were formed at each school and met regularly for support and assistance in teacher planning. The lead teachers are those with experience and those who have demonstrated excellence in teaching and leadership qualities at their schools. The teams are monitored by project staff and are encouraged to participate in cooperative lesson planning, instructional materials development, instructional problem solving, classroom management, strategy planning, and other activities based on the needs and concerns of the teams.

Both beginning and lead teachers are required to enroll in university classes designed specifically for program participants. A one day retreat at the start of the program is held to assess the needs of the group.

Project Contacts
Diana E. Wolff (Elementary)
213/516-3922

Joel A. Colbert (Secondary)
213/516-3924
School of Education
Carson, CA 90747

California State University-Hayward

New Teacher Support Project

Purpose
The New Teacher Support Project strives to increase the retention and effectiveness of new inner-city teachers and to improve the professional development of new teachers.

Program Description
The California Department of Education and the Chancellor's Office of the California State University system have funded 25 beginning teachers for the New Teacher Support Project in the Oakland Inner-City Schools since 1986.

Key components of the project include: a *teacher consultant* who provides informal support and cognitive coaching; a *university consultant* from the California State University-Hayward's department of teacher education who helps develop instructional strategies and an *enrichment specialist* who teaches project seminars and is an academic resource consultant. Teachers are also given *release days* to allow observation time with experienced teachers in the use of library and other resources.

Partnership
The Department of Teacher Education at Cal State Hayward and the Oakland Unified School district collaborate in this effort.

Progress Report
A questionnaire and interviews indicate that participants rated the program as effective (1986-1987).

Project Directors
Cynthia Harris
415/836-8114

Louise Bay Waters
415/881-3027
Department of Teacher Education
Hayward, CA 94542

PEAK

Purpose
The aim of this project is to implement a high level of basic technical and analytical skill instruction for a culturally diverse elementary school (Kettering) with the support of the school district and a four-year institution. An enriched curriculum and learning environment are provided to teacher training candidates and participating students.

Program Description
A cooperative agreement between the California State University-Long Beach (CSULB) and the superintendent of the Long Beach Unified School District established a committee to develop recommendations for a number of areas including the criteria for the selection of a principal and master teachers, and a philosophy statement for the project.

Twelve promising student teachers are selected each semester from the teacher training center at CSULB to work at Kettering Elementary with a mentor from the district. In addition to an intensive week-long training session prior to assignment, student teachers receive pre-teaching training by credentialed personnel.

Partnership
The program developed at CSULB is a collaborative effort with the Long Beach Unified School District, State and County Departments of Education, and the business community.

Project Director
Albert H. Koppenhaver
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Long Beach, CA 90840

CALIFORNIA ACADEMIC PARTNERSHIP PROGRAM

Purpose
This state-wide partnership seeks to prepare all students, especially underrepresented minority students, for the completion of college entrance requirements. The comprehensive goal of the program is to jointly (faculty and administration from school and college) develop curriculum and diagnostic testing projects to improve the academic quality of public secondary schools.

Program Description
The Hughes-Hart Educational Reform Act of 1983 (813) provided for this state-wide school-college partnership program (California Academic Partnership Program or CAPP) which has enabled collaborative work by the four segments of public education in the state. Administrative responsibility of the program lies within the California State University System Chancellor's Office. The CAPP advisory committee of 12 members, appointed by the chief executives of the University of California, California State University, California Community Colleges, California Department of Education, California Postsecondary Education Commission, and the Student Aid Commission, recommend development and diagnostic testing projects to the Chancellor. Approved projects are then implemented with the support of one or more school districts and nearby institutions of higher learning.

Areas of curriculum enrichment used to develop the students' academic skills include math, English, science, social science, and foreign language college preparatory courses.

Partnership
Ten California community colleges, eight California State University campuses, two private institutions, four University of California campuses, and fifteen public school districts are partners in CAPP. Each of the program's partners includes administrators, curriculum specialists, and faculty who meet periodically to review and further develop project directions.

Progress Report
An external evaluation of the first three years reports that CAPP served nearly 500,000 students in 23 funded multi-year projects.

Project Director
Frank Young
213/590-5380
Office of the Chancellor
400 Golden Shore Drive
Long Beach, CA 90802

Chapman College

ECLOSION
(FLOWERING OF A ROSE)

Purpose
The purpose of this project is to identify, encourage, assist, and support teacher aides presently working in local school districts to complete their academic preparation for eventual certification.

Program Description
Four local school districts identify prospective applicants (present teacher aides).

A special feature of this program is the emphasis on building a strong social, psychological, and counseling component. Teacher aides often have heavy family responsibilities; one objective is to provide a support system to help family members (spouses and children) understand and cooperate in the process while the teacher candidates complete their educational goals. Home visits, family outings, and campus tours are planned throughout the year so that all family members become a part of the process.

Partnership
A small grant from the ARCO Foundation, sponsorship from the STEP Program at the University of California, Irvine, and funding from Chapman College support this project. Chapman College works with four local school districts to implement the program.

Progress Report
This pilot project will serve as a model in the certification process of teacher aides. The future goal is to assist approximately 90 teacher aides every year.

Project Director
Kenneth Tye
714/997-6781
333 North Glassell Avenue
Orange, CA 92666

The Claremont Graduate School

HISPANIC TEACHER MENTORING PROJECT

Purpose
The goal of this program at the Claremont Graduate School is to prepare more biliterate Hispanics to enter the teaching profession and to create a leadership network of Hispanic teachers who will create and share concerns and visions for the education of Hispanic youngsters in California.

Program Description
Becoming a teacher through this program takes about 15 months and is accomplished in three stages: A pre-internship during the first summer, an internship during the fall and spring semesters, and a post-internship during the second summer. Two bilingual Hispanic mentors teach some of the seminars, observe classrooms of the HTMP student interns, assist the interns in analyzing, and solve problems that may arise during the intern's classroom experiences.

Two school districts with a high proportion of minority students recruit the interns. Experienced bilingual/ESL teachers and principals from these districts act as school-based advisors.

The students in the program fulfill the same course requirements as other teacher education internship participants, but receive tuition fellowships and summer cost-of-living stipends. Students in the program are a diverse group, ranging in age from 21 to 45. Most come from families where Spanish is a primary language and many have had previous experience working with children.

Partnership
The Claremont Graduate School has a collaborative relationship with eight school districts who study and discuss cultural and linguistic diversity and critical pedagogy. The eight school districts include: ABC, Anaheim Union High School, Centralia Elementary, Claremont U.S.D., Lennox U.S.D., Norwalk/La Mirada, Placentia, Santa Monica/Malibu, and Walnut Valley.

Progress Report
As a result of this program, the number of courses focusing on second language acquisition and intercultural issues has increased from one to five at The Claremont Graduate School. Furthermore, other classes have been infused with issues of diversity.

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Crenshaw High School
Los Angeles Unified School District

Crenshaw High School Teacher Training Academy

Purpose
This teacher training magnet program is designed to recruit and train talented high school students interested in a teaching career.

Program Description
The Crenshaw Teacher Training Academy is located at a magnet school, a special learning center. The curriculum for students includes a three year study of university preparatory courses, the art of teaching, methodology of teaching, and practice teaching in elementary, junior, and senior high schools.

As part of their preparation at the Academy, participants address topics such as child development, adolescent psychology, classroom management, teaching techniques, and the philosophy of education with the objective of introducing students to many facets of the teaching profession. Professors from the schools of education of the three surrounding universities give special lectures to the students. The program also provides the students with practical experiences working with children.

Students are expected to exhibit average or above-average skills in their academic studies and demonstrate qualities that are considered essential for future teachers.

Partnership
The Teacher Training Academy of the Los Angeles School District has a partnership with the School of Education at the California State University at Los Angeles, The University of California, Los Angeles, and the University of Southern California.

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Denver Public School System

Today's Students, Tomorrow's Teachers

Purpose
The objective of the Today's Students, Tomorrow's Teachers (TSTT) program is to provide a course of instruction that includes both classroom and on-site preparation. This program targets eleventh and twelfth grade students with an interest in a teaching career. Students are guided by a mentor through secondary and post-secondary education as well as tracked through teacher certification. The program creates a pool of teachers employable for the Denver Public School System.

Program Description
Mentor teachers select eleventh and twelfth grade students who have expressed a commitment to teaching. Three-week classes are conducted in all ten of the Denver public high schools by the mentor teachers in areas of educational precepts and teaching practices.

Cooperating teachers at elementary and secondary levels accept student placements in their classrooms for field-based experiences. They supervise students in lesson planning, tutoring, and teaching and conduct weekly discussions with the student teachers.

The TSTT sponsors college visitations, financial aid, and college admissions workshops. Institutions of higher education provide incoming students with mentors to guide them in all aspects of college life.

Partnership
The TSTT scholarship program is funded in conjunction with the Aunschutz Foundation, the Colorado Department of Education, Denver Public Schools Retired Employees Association, and other private donors.

Progress Report
Twelve secondary-level mentor teachers currently conduct classes for ten to fifteen prospective teachers.

Progress is monitored by mentors through graduation and Colorado teacher certification. Certified graduates are interviewed for possible employment with Denver Public Schools, which attempt to maintain and expand a pool of quality teachers, particularly minority teachers.

Project Coordinator
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EDUCATIONAL LEADERSHIP COALITION

Purpose
The Educational Leadership Coalition is a group of local education leaders formed to address some of the barriers facing students from kindergarten through college and to pool resources to attack the problems in a proactive manner.

Program Description
The goals of the coalition are to share common concerns, to address problems, and to discuss ideas and resources for solutions to those problems. The objectives of the group also include retaining students in the system, recruiting quality teachers, and attracting minority students into the teaching profession.

To reach these goals, the coalition members share their work with their constituencies to increase community awareness and encourage related affiliations. For example, the Santa Barbara Scholarship Foundation agreed to work with the coalition in distributing $15,000 in scholarships for students entering the field of education. Furthermore, a Tomorrow's Teachers grant from the Chancellor of the Community Colleges System has been initiated in the high schools to reinforce formal and informal connections among academic institutions, and to recruit quality students, including minority students, into the teaching profession. An annual leadership conference focuses on student diversity.

Partnership
There are several educational institutions participating in this coalition: Carpenteria Unified School District, Santa Barbara School Districts and City College, Goleta Union School District, Westmont College, and UC Santa Barbara.

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GROW YOUR OWN

Purpose
The Cooperative Teacher Aide-Scholar program is a "Grow Your Own" concept designed to recruit, prepare, and retain minority teachers. A long-range goal is to strengthen future teacher organizations at the high schools and link the high school programs with the colleges or universities to provide career guidance and information about public school jobs.

Program Description
The program links a major school district, a junior college system, and three universities in a teacher education program designed to alleviate minority teacher shortages in the Fort Worth area schools on a long-term basis and to boost minority enrollment at participating colleges and universities.

The "Grow Your Own" concept was developed with the knowledge that many students entering the teaching profession enroll in the nearest college and, upon graduation, often return home to teach. Statistics show that even if new teachers take employment elsewhere, many return home within five years.

In a demonstration project, approximately 25 potential teacher candidates work as aides in the schools while completing at least 21 hours annually toward a bachelor's degree with teacher certification.

The colleges and universities offer courses to meet the certification requirements, provide degree counseling, assist students in tuition scholarships, and provide additional enrichment activities to enhance the program.

Partnership
The program combines the efforts of the University of North Texas, Fort Worth Independent School District, the Tarrant County Junior College System, Texas Christian University, and Texas Wesleyan University in the development of a teacher education program with the objective of alleviating the minority teacher shortage.

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Los Angeles Unified School District

Future Teacher Program

Purpose
The Future Teacher Program seeks to inspire minority high school students to select education as a profession.

Program Description
Each school selects a teacher-coordinator who instructs and supervises students for one period in a course written by the FTP entitled *World of Education*. Students learn about different aspects of a career in education: classroom management, teaching methodology, tutoring techniques, appropriate behavior, and the maintenance of a positive classroom environment.

The teacher-coordinator also sponsors a Future Teachers Club. The coordinator acts as a mentor to the program participants who are given the opportunity to experience clinical teaching experiences through tutorial assignments at local elementary and junior high schools. To promote further education, students are given orientations and tours of local colleges and universities.

The highlight of the program is the annual *Careers in Education Conference* which further motivates students into teaching career by familiarizing them with college departments and schools of education.

Partnership
The Certificated Recruitment and Selection Section of the Los Angeles Unified School District (LAUSD) Personnel Division is directly responsible for this program.

Progress Report
Approximately 450 students from 17 LAUSD high schools (Banning, Carson, Crenshaw, Fairfax, Franklin, Gardena, Jefferson, Jordan, Lincoln, Los Angeles, Manual Arts, Roosevelt, San Fernando, Sylmar, Taft, Van Nuys and Wilson) participate in the program.

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Our Lady of the Lake University

Project Teacher Excellence II

Purpose
The purpose of this project is to identify high school seniors with potential for college study and high school freshmen who might consider a career in teaching.

Program Description
Project Teacher Excellence II is based on the earlier Project Teacher Excellence which was a four-year teacher training program for bicultural and bilingual elementary teachers. The original project, begun in 1967, identified young Hispanics who had no opportunity for higher education yet who, in exchange for the education they received, agreed to return to teach in their communities for five years. Of the 34 initial participants, all but three completed their bachelor's degrees and 16 have earned graduate degrees.

Students selected to participate in Project Teacher Excellence II will receive direct financial aid or Our Lady of the Lake institutional grants-in-aid. The project is also providing tutoring and study skills classes as well as involving the San Antonio business community in finding summer jobs for participants.

Partnership
Project Teacher Excellence II has targeted eleven schools in the Edgewood, Harlandale, South San Antonio, and San Antonio Independent School Districts in addition to four private schools.

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Recruiting New Teachers, Inc.

Reach for the Power: Teach

Purpose
This program attempts to recruit individuals into the teaching profession through the use of television ads and other forms of communication. The ads are also designed to create positive public attitudes toward the teaching profession. The service is available in the five southwestern states (Arizona, California, Colorado, New Mexico, and Texas).

Program Description
The Recruiting New Teachers (RNT) "Reach for the Power: Teach" program is a national campaign that encourages people to enter the teaching profession. The primary activities include a national public service advertising campaign which appears on television and radio, and in publications. The program also provides information to individuals who respond to its toll free number, 1-800-45-TEACH. These individuals are referred to organizations and institutions that can further assist them in finding pathways into the profession—the RNT Response Network. The RNT recruitment campaign works closely with this network of national, regional, state, and local education organizations and institutions. All of RNT's services are provided free of charge.

Partnership
More than 200 organizations participate in the response network; these include many school districts, universities, the Association of Colleges of Teacher Education, and even the National Teachers of the Year. The RNT database contains information on over 60,000 prospective teachers, 31 percent of whom are people of color.

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Region 10 Education Service Center

Attracting and Retaining Quality Candidates in Teacher Education

Purpose
The purpose of this project is to inform high school students about the various facets of teaching in order to encourage their consideration of teaching as a possible career choice.

Program Description
This project is designed to increase minority students' understanding of the field of teaching. Six high schools with a high representation of minorities participate. Principals and counselors identify individual students or organize student activities to inform students about the program.

The project is divided into two components: (1) specific student activities; and (2) the development of informational and recruitment materials.

Student activities include: (1) an organized forum with three main strands (Choosing Teaching as a Career, the Best Rewards of Teaching, Need for Minority Teachers); (2) attendance at various pre-professional meetings or conferences (e.g., Dallas Association for Bilingual Education) to expose students to professional activities; (3) scheduled visits to schools with successful minority teachers so that students can spend time in the classroom; and (4) a summer program in which students are taken to a university campus to meet with faculty, outreach personnel, and graduates to hear about university life and the requirements for teacher certification.

The second component includes the development of informational and recruitment materials. The informational brochures (e.g., "Teaching: A Career For You," "Best of Teaching," "Teaching Can Be the Career for You," "Open Invitation to Consider Teaching") are distributed and disseminated to high school students. Videotapes of classrooms are being developed to demonstrate the art of teaching.

Partnership
This project at Region 10 Education Service Center has collaborated with two public school districts (Dallas Independent School District and the Wilma Hutchins School District), Bishop Lynch Parochial School and Texas Women's University.

Project Director
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San Diego State University

Alliance for Excellence

Purpose
The Alliance for Excellence, a joint effort of San Diego State University (SDSU) and the La Mesa-Spring Valley School District (LM-SVSD), seeks to improve the traditional teacher training experience through a system of support and guidance. Preservice and inservice preparation is intended to benefit both the new teacher and the student.

Program Description
The state university and the LM-SVSD have developed a cooperative program for a field-based center which focuses on improving the quality of teacher education.

The program graduates students with multiple-subject credentials and is playing a significant role in the inservice education of the district's teachers. In addition to the on-site fieldwork at the demonstration school, where a master teacher is assigned two student teachers, pre-service courses are provided through the School of Education at San Diego State. The effectiveness of the mentoring process has been demonstrated in the high-quality programs developed by the beginning teachers.

Partnership
The School of Teacher Education at San Diego State University and the La Mesa-Spring Valley School District have jointly established a high-quality demonstration program at Maryland Avenue School.

Progress Report
Follow-up studies indicate that principals perceive program graduates as effective beginning teachers. The demonstration classroom has become an integral part of the staff development and classroom improvement programs in the districts.

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Southwest Texas State University

Strengthening the Talent Pool in Teacher Education

Purpose
This project has three objectives: (1) recruit minority students into the teaching profession; (2) retain promising students in teacher education, with a special emphasis on Hispanic and other minority candidates; and (3) establish a Teacher Education Recruitment and Retention Network.

Program Description
The project is comprised of three components: (1) recruitment, (2) remediation and retention, and (3) network.

Recruitment activities target various populations including public school students, community college and university students, and individuals with a degree interested in returning for teacher certification. The Southwest Texas Teacher Center collaborates with Southwest Texas State University (SWTSU) to involve the public schools and the existing teaching force in the various recruiting activities.

The overall goal of the Remediation and Retention component is to identify at-risk students early in their undergraduate careers and to provide them with intensive, on-going assistance during their college program. Activities in this component include: adjunct courses, remedial courses in mathematics and English/language arts, and preparation classes for teacher education admission exams.

The Network component strengthens communication and collaboration among and between individuals and institutions working to recruit and retain promising candidates to teacher education.

Partnership
The Strengthening the Talent Pool in Teacher Education project was jointly proposed by the SWTSU School of Education, the National Office of the League of United Latin American Citizens (LULAC), and the Southwest Texas Teacher Center. The Network efforts were supported by LULAC, the largest Hispanic organization in the United States, and funded by the Adolph Coors Company.

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Texas Techical University

Adopt a Classroom Project

Purpose
The primary objective of this project is to recruit minority students to the university; a secondary objective is to make faculty members available to teachers and classrooms in Lubbock Independent School District (LISD) public schools.

Program Description
This collaborative project makes the Texas Technical University faculty, known as Education Associates, available to individual teachers and classrooms in the LISD as resources to enhance the educational programs.

The professors serve as a general resource to a school's staff, and as role models and mentors for Lubbock Independent School District students who are considering the teaching profession, and to high school students making the transition to college. They also assist in recruiting students to the university. The university has made participation in this project an important service function that can influence the promotion, tenure, and merit pay of the Education Associates.

Partnership
Texas Technical University and the Lubbock Independent School District have made this program possible.

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Texas Women's University

Summer Institute for Future Teachers

Purpose
The Summer Institute for Future Teachers was developed for the remediation of the basic skills needed by prospective teachers to complete required undergraduate courses.

Program Description
Three course strands were selected for freshmen or junior transfer students. The introductory courses in math, composition, and history were selected as target freshmen courses. Junior transfer students enroll in three professional education courses; math methods, language arts methods, and learning theory. The course strands for juniors and freshman were designed to provide similar experiences for both groups.

A learning specialist works with each student group, conducting adjunct sessions and attending regular classes with the students. In the adjunct sessions, which meet outside regular classtime, the focus is on assisting at-risk students with effective study strategies and basic skills development related to course content. A generic study skills class is also available for students who cannot be scheduled in the targeted courses. Learning assistance modules for each course are being developed and a study guide is being written.

Partnership
This program emphasizes a cooperative effort among departments within the university.

Progress Report
A final report on project activities and an evaluative component will be completed during the summer of 1992.

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University of Houston

Teaching as a Second Career (TASC)

Purpose
This project focuses on the recruitment of individuals older than 35 years of age who are desiring to make a career change. It is a mid-life career retraining program.

Program Description
This project focuses its recruitment efforts on individuals who desire to make a career change. The program is designed to prepare men and women who already have a college degree. Various businesses in the community have been targeted to assist in the recruitment efforts; newspaper ads are also used to attract applicants.

The pre-admission and application information is provided in a brochure entitled "Mid-life Career Change" that is distributed to company executives or human resource persons who have agreed to help in the recruitment of teachers. A data sheet is also provided that outlines recruitment strategies that can be used to inform employees about this program.

An individual plan of study which outlines course requirements is developed for each of the teacher candidates based on their selected area of study. An individual plan for teacher certification is completed for each person in the program.

The University of Houston has established a three phrase program. In Phase 1, teacher candidates are provided with initial education courses that cover the foundations of teaching along with intensive supervised field work in the grade and subject areas of the candidates' specified interest. Phase 2 focuses on the methods of teaching, video-taped micro-teaching, and school experiences. Phase 3 includes 12 weeks of full-time student-teaching under the supervision of a classroom teacher and a faculty mentor.

Partnership
No specific partnership arrangement was specified.

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University of Houston
Clear Lake Teacher Center

Youth Teacher Corps

Purpose
The purpose of this pilot project is to encourage 4th through 12th grade students to consider teaching as a career and to spur students to continue their education, whether or not teaching is their career goal.

Program Description
Teachers from two elementary, two junior, and two senior high schools formed future teacher clubs. The student members of these clubs were involved in school service activities and peer tutoring within their respective schools, as well as in teaching students in classrooms at grade levels below their own. High school students assisted junior high school students; and in turn, junior high school students aided elementary students.

Partnership
Clear Creek Independent School District and the Alvin Independent School District collaborated with the University of Houston-Clear Lake Teacher Center in identifying the student participants and in carrying out the program. This project was funded by a Texas Education Agency (TEA) grant and was coordinated through the University of Houston-Clear Lake Teacher Center.

Progress Report
Two student interest assessment surveys were administered, however, the compiled results were not available by the completion of this report. A synopsis of involvement showed that 152 students (elementary to high school) participated with the sponsorship with the assistance of 137 teachers, for a total of 889 volunteer hours by teacher club members.

Project Director
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University of New Mexico

University of New Mexico/ Santa Fe Public School Intern Program

Purpose
The program seeks to attract and retain highly qualified post-baccalaureate students to the teaching profession by offering a paid internship concomitantly with coursework in professional education.

Program Description
This alternative teacher education program provides liberal arts graduates and other graduates with broad academic preparation an opportunity to receive licensure. A 14-month program combines classroom experience with coursework in professional education. Student interns, in teams of two, share responsibility for providing instruction in a public school classroom. These interns are supported by clinical supervisors, exemplary veteran teachers from the district who are released from their teaching assignment to provide systematic observations and feedback. This feedback from the clinical supervisors and from the university program coordinator, together with weekly seminars during the academic year, challenges the interns to engage in constant dialogue and to analyze their own teaching. The initial summer coursework incorporates work in human growth and development, learning theory, instructional strategies, and is accompanied by field experience. The summer individualized coursework following the internship completes the licensure requirements.

In addition to a fellowship, tuition is paid by the program for the three semesters following the initial summer. The successful completion of the intern program results in a Bachelor of Science in Education and in licensure from the New Mexico State Department of Education. The total experience offers opportunity and strong support for professional growth, as well as provides valuable experience with the school district.

Partnership
Representatives from the Santa Fe Public Schools and the University of New Mexico collaborate in the instruction and in the supervision provided for interns. The placement of the interns in the classroom and the evaluation of these interns is also handled jointly.

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University of New Mexico
The Early Identification and Recruitment of Minority Teacher Candidates

Project I Teach

Purpose
Project I Teach has two major goals: (1) to develop and implement strategies for recruiting minority students into teaching; and (2) to ensure the retention of those students by strengthening their basic skills.

Program Description
The project is designed to serve as a model for further development of the university's capacity to recruit and retain Hispanic and Native-American students interested in pursuing careers in education. Potential minority teacher education candidates are identified during their sophomore and junior year in high school and begin working toward the following goals: (1) awareness of the teaching profession as a career; (2) improvement of basic academic skills; and (3) awareness of tests, test-taking skills, and strategies for reducing test anxiety.

A one week summer camp focuses on the development of reading and writing, test-taking and study skills, note taking and writing development, learning and teaching through inquiry and physical activity. Students are also given varying perspectives on teaching, possible career options, and alternative ways to finance a college education.

Partnership
The University of New Mexico's College of Education, four high schools from the Albuquerque Public School District, Los Lunas and Bernalillo High Schools and 27 school districts represented by the Northern New Mexico Network for Rural Education in collaboration with the Educational Testing Service of Princeton, New Jersey participate in this project. The New Mexico Educational Assistance Foundation has provided funds which have enabled the College of Education to house and board students during the week-long summer stay at the university campus, to purchase supplies, and to hire additional personnel. In addition to this, the project places the area students in teaching-related jobs for the summer.

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University of North Texas

Minorities in Teacher Education Summer School Program

Purpose
This project was designed to recruit recent high school graduates and community college students for a summer program at the University of North Texas.

Program Description
In 1989, approximately 50 minority community college students and high school graduates were selected to participate in the program because of their demonstrated interest in the teaching profession. Selected participants were enrolled in three to six semester hours. The course work was prescribed to meet each student's area of interest. The main objective was to provide counseling, academic assistance, and motivational strategies that would lead students to gain teacher certification.

Participants scoring below a specified level on an achievement test attend tutoring sessions in the area of difficulty. Parental involvement is also incorporated into the program.

Participating students receive a stipend to cover travel to the university, room and board, tuition for three to six semester hours of course work, tutoring, counseling and additional aid to help ensure a successful beginning to their teacher education program.

Partnership
College of Education, University of North Texas and the high schools and community colleges in the surrounding areas.

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University of Southern California

Accelerated Teacher Training Program

Purpose
This joint effort of the Los Angeles Unified School District (LAUSD) and the University of Southern California (USC) identifies, recruits and trains post-baccalaureate persons presently employed in other fields who have expressed an interest in teaching.

Program Description
The Accelerated Teacher Training Program addresses the shortage of qualified teachers in the LAUSD. A project coordinator, whose part-time position is funded by both USC and the LAUSD, is responsible for identifying potential teacher candidates from a pool of post-baccalaureate graduates employed in non-teaching careers who are interested in pursuing a profession in teaching.

The potential teacher candidates receive accelerated training at the university and in the school district. After the training, the project coordinator and school officials help candidates to secure teaching positions in the district.

Partnership
This alternate credential process was jointly developed by the LAUSD and the School of Education at USC.

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University of Texas at Austin
Extension Instructional Materials Center/Special Projects

Effective Test Performance

Purpose
The Effective Test Performance pilot program has two purposes: (1) the creation of an intervention mechanism designed to increase the number and quality of teacher education candidates; and (2) the development of relevant material and resources for the implementation of effective school research.

Program Description
The project focuses on students who are excellent candidates for teacher education but who lack skills essential to successful performance on the assessment instruments which determine entry and progress toward certification.

The project is specifically geared to address the test-taking skills of minorities. Participation in the program is limited to juniors and seniors in high school or freshmen and sophomores in college. A demographically balanced sample of 1,000 students from three geographic areas were targeted to pilot the UT Project.

The University of Texas (UT) at Austin's Special Projects include the manual, *The Effective Test Performance Study Guide*, which can be used in a self-study format or incorporated into a learning center environment.

Partnership
The Texas Education Agency awarded the UT at Austin's Extension Instruction Materials Center/Special Projects a grant for the development of *The Effective Test Performance Study Guide*.

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University of Texas at El Paso

Predictor Tests

Purpose
This project addresses mathematics skills remediation and recruitment of prospective teachers, to encourage and assist students to get the mathematics preparation necessary to begin college-level mathematics courses.

Program Description
This project developed a valid and reliable diagnostic mathematics test directly related to the content of freshmen and pre-freshmen mathematics courses and to the Texas Academic Skills Program (TASP). The test will be used to diagnose the mathematics skills of high school students. Program developers believe that without this early diagnostic testing program and counseling and developmental instruction, the TASP will serve as a barrier to higher education and teaching careers for many students, particularly minorities.

Forty high school juniors from two predominantly Hispanic public school systems and one private system participating in a campus orientation day for future teachers piloted the test.

In addition to the predictor test, the project developed counseling prescriptions or interventions specific to participating schools. These suggestions are appropriate for various test result profiles of high school students, accurately reflecting curricular options and resources at area high schools. A taskforce of mathematics educators from these school districts identified guidelines for counseling students who take the test. The test and guidelines are available to all high schools in the area.

Partnership
Three primarily Hispanic school systems participated in the project with the University of Texas at El Paso: Socorro Independent School District, Ysleta Independent School District, and the Catholic Diocese School System.

Progress Report
Incorporated as part of the evaluation were the following activities: (1) the identification of short- and long-term test taking strategies; (2) a reliability study of the test; (3) a longitudinal database on all testing and developmental coursework; and (4) pre- and post-participation questionnaires completed by high school participants.

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University of Texas at San Antonio

PROJECT I TEACH

Purpose
Project I Teach in San Antonio provided early introduction to teaching as a career for students at the secondary level. Students were exposed to post-secondary education, with an emphasis on the strengthening and remediation of basic skills on the campus of the University of Texas at San Antonio (UTSA).

Program Description
The model program targeted Hispanic students in the San Antonio area to help them meet with the requirements to enter the teaching profession.

The Educational Testing Service sent staff members to help conduct a week-long summer experience at the UTSA. The summer experience (1) stressed the students' mastery of skills needed to satisfy the requirements of standardized exams; and (2) sought to increase the participants' interest in teaching as a career.

Partnership
This program was a joint venture between the UTSA's Division of Education, two high schools (Memorial and Burbank), and the Educational Testing Service, Princeton, New Jersey.

Progress Report
Funding for continued activities was not obtained. Of the students who participated in the project, 90 percent enrolled in college.

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V APPENDICES

Appendix I: Listing of Sponsoring Organizations by State

Sponsoring Organization	Project Title(s)	Page Number
California		
California Mini-Corps School Year Program	Mini-Corps	8
California State University-Bakersfield	Project I Teach	8
California State University-Dominguez Hills	Future Teacher Institute	9
	PORT: Pool of Recruitable Teachers	9
	Collaboration between Universities and Urban School District to Increase the Support Systems Provided to New Teachers	10
California State University-Hayward	New Teacher Support Project	10
California State University-Long Beach	PEAK	11
	California Academic Partnership Program	11
Chapman College	"Eclosion" ("Flowering of a Rose")	12
Claremont Graduate School	Hispanic Teacher Mentoring Project	12
Crenshaw High School	Crenshaw High School Teacher Training Academy	13
Educational Leadership Coalition-Office of County Superintendent, Santa Barbara	Educational Leadership Coalition	14
Fort Worth Independent School District	"Grow Your Own"	14
Los Angeles Unified School District	Future Teacher Program	15
San Diego State University	Alliance for Excellence	17
University of Southern California	Accelerated Teacher Training Program	21
Colorado		
Denver Public School System	Today's Students, Tomorrow's Teachers	13
New Mexico		
University of New Mexico	Project I Teach	20
	University of New Mexico/Santa Fe Public School Intern Program	20
Texas		
Our Lady of the Lake University	Project Teacher Excellence II	15
Recruiting New Teachers, Inc.	Reach for the Power: Teach	16
Region 10 Education Service Center	Attracting and Retaining Quality Candidates in Teacher Education	16
Southwest Texas State University	Strengthening the Talent Pool in Teacher Education	17
Texas Tech University	Adopt a Classroom Project	18

Sponsoring Organization	Project Title(s)	Page Number
Texas Women's University	Summer Institute for Future Teachers	18
University of Houston	Teaching as a Second Career (TASC)	19
	Youth Teacher Corps	19
University of North Texas	Minorities in Teacher Education Summer School Program	21
University of Texas at Austin	Effective Test Performance	22
University of Texas at El Paso	Predictor Tests	22
University of Texas at San Antonio	Project I Teach	23

Appendix II: Project Areas of Student Support

Sponsoring Organization and Project Titles	Academic Support	Advisement	Assessment	Financial Assistance	Preprofessional Teaching Experience	Recruitment (High School/ College)	Recruitment (Second Career)	Teacher Preparation	Retention (New Teacher Support)
California Mini-Corps School Year Program ***Mini-Corps***	●	●		●	●	●		●	
CSU-Bakersfield ***Project I Teach***	●	●	●		●	●			
CSU-Dominguez Hills ***Future Teacher Institute*** ***PORT: Pool of Recruitable Teachers*** ***Collaboration Between Universities and Urban School Districts to Increase the Support Systems Provided to New Teachers***	●			●	●	● ●		●	●
CSU-Hayward ***New Teacher Support Project***					●		●	●	●
CSU-Long Beach ***PEAK*** ***California Academic Partnership Program (CAPP)***	●				●	●		●	
Chapman College ***"Eclosion" ("Flowering of a Rose")***	●	●		●	●	●		●	
Claremont Graduate School ***Hispanic Teacher Mentoring Project***	●	●		●	●		●		●
Crenshaw High School ***Crenshaw High School Teacher Training Academy***		●			●	●		●	
Denver Public School System ***Today's Students, Tomorrow's Teachers***		●			●	●			
Educational Leadership Coalition-Office of County Superintendent, Santa Barbara ***Educational Leadership Coalition***				●		●			

Sponsoring Organization and Project Titles	Academic Support	Advisement	Assessment	Financial Assistance	Preprofessional Teaching Experience	Recruitment (High School/ College)	Recruitment (Second Career)	Teacher Preparation	Retention (New Teacher Support)
Fort Worth Independent School District ***"Grow Your Own"***	●	●		●	●	●	●	●	
Los Angeles Unified School District ***Future Teacher Program***		●			●	●			
Our Lady of the Lake University ***Project Teacher Excellence II***	●	●		●		●			
Recruiting New Teachers, Inc. ***Reach for the Power: Teach***		●				●	●		
Region 10 Education Service Center ***Attracting and Retaining Quality Candidates in Teacher Education***		●			●	●			
San Diego State University ***Alliance for Excellence***					●			●	
Southwest Texas State University ***Strengthening the Talent Pool in Teacher Education***	●	●	●			●	●		
Texas Tech University ***Adopt a Classroom Project***		●				●			
Texas Women's University ***Summer Institute for Future Teachers***	●					●		●	
University of Houston ***Teaching As a Second Career (TASC)*** ***Youth Teacher Corps***		●			 ●	 ●	●		
University of New Mexico ***University of New Mexico/Santa Fe Public School Intern Program*** ***Project I Teach***	 ●	● ●	 ●	● ●	●	 ●		●	

Sponsoring Organization and Project Titles	Academic Support	Advisement	Assessment	Financial Assistance	Preprofessional Teaching Experience	Recruitment (High School/ College)	Recruitment (Second Career)	Teacher Preparation	Retention (New Teacher Support)
University of North Texas ***Minorities in Teacher Education Summer School Program***	●	●		●		●			
University of Southern California ***Accelerated Teacher Training Program***		●					●		
University of Texas at Austin ***Effective Test Performance***	●	●	●			●			
University of Texas at El Paso ***Predictor Tests***	●	●	●			●			
University of Texas at San Antonio ***Project I Teach***	●	●	●	●		●			

Forthcoming Publications

Missing Teachers in the Southwest: A Sourcebook on the Supply and Demand of Latino Teachers. Compiled by Raymond E. Castro and Yolanda R. Ingle. Fall, 1991.

The Challenge of Ethnic Diversity: An Agenda of the California Education Policy Network. Compiled and edited by Joe A. Duardo. Fall, 1991.

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The Free Trade Agreement: Mexican American Perspectives. A Seminar Report. Ricardo Romo. 1991.

Hispanics for a Better Texas in the 1990's. Geoffrey Rips. 1991.

Does the Health Care System Serve Latinos and Blacks in Los Angeles County? An Analysis of Hospital Use in 1987. R. Burciaga Valdez and Geraldine Dallek. 1991.

One Voice, One Future: A Latino Funding Agenda from the Latino Community and its Leadership. The Los Angeles County Latino Assessment Study, edited by Julie Solis, Elizabeth Forsyth, and David Lopez-Lee. 1990.

At the Crossroads of Poverty and Affluence: A Latino Funding Agenda for Orange County. The Orange County Latino Assessment Study, Full Report, edited by Elizabeth R. Forsyth, Julie Solis, and Elaine Walker. 1990.

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